Unit 02 - Esports Industry

Content Area: **Computer Science**
Course(s):
Time Period: **Marking Period 1**
Length: **5-6 days**
Status: **Published**

Brief Summary of Unit

This unit examines the structure of the esports industry and the interconnected roles of the organizations and individuals that contribute to its success. Students will explore the relationships among game publishers, professional teams, tournament organizers, streaming platforms, sponsors, educational institutions, and fans. They will investigate how these stakeholders work together to create a sustainable esports ecosystem and how technology, communication, and business practices support the industry's continued growth.

Revision Date: July 2026

Standards

Students will analyze the esports industry which connects to various cultures.

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

New Jersey Diversity and Inclusion Law

In accordance with New Jersey’s Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including:

economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
8.1.12.NI.3	Explain how the needs of users and the sensitivity of data determine the level of security implemented.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
9.4.12.DC.5	Debate laws and regulations that impact the development and use of software.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business.
8.1.12.DA.5	Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.
9.2.12.CAP.22	Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
9.2.12.CAP.23	Identify different ways to obtain capital for starting a business.
9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
8.2.12.ITH.1	Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
8.2.12.ETW.2	Synthesize and analyze data collected to monitor the effects of a technological product or system on the environment.
8.2.12.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

Essential Questions

- How do business relationships contribute to the growth of esports?

- How do different stakeholders depend on one another for success?
- How do technology and media support the esports ecosystem?
- What opportunities exist for businesses and professionals within the esports industry?
- What organizations and individuals make up the esports industry?

Enduring Understandings

- Business partnerships and strategic planning drive growth throughout the esports industry.
- Careers in esports extend far beyond professional players and include opportunities in technology, business, marketing, event management, media production, and education.
- Successful esports organizations depend on collaboration among publishers, teams, event organizers, sponsors, and media platforms.
- Technology serves as the foundation for communication, competition, broadcasting, and fan engagement within esports.
- The esports industry is an interconnected ecosystem composed of many organizations with unique roles and responsibilities.

Students Will Know

- Common terminology used within the esports industry.
- How revenue is generated throughout the esports ecosystem.
- The major stakeholders within the esports ecosystem.
- The relationships between technology and esports operations.
- The responsibilities of game publishers, tournament organizers, professional teams, leagues, streaming platforms, sponsors, educational institutions, and fans.
- The role of communication and media in building esports communities.

Students Will Be Skilled At

- Analyzing the relationships among organizations within the esports industry.
- Collaborating with classmates to investigate and present esports topics.
- Evaluating how technology supports communication, competition, and content creation.
- Explaining the role each stakeholder plays in supporting esports.

Assessment

Assessments

- Formative: Daily assignments using examples from class notes
- Summative: Teacher-created assessments including but not limited to building Timeline Projects on

creating an esports program, analyzing and answering questions on an Organization Case Studies and writing Reflection Essays

- Benchmark: Check for understanding benchmark assessments
- Alternative Assessments: Student-centered activities such as infographics, various projects involving real world applications, and differentiated learning tasks

- Answer essential questions
- Class discussion of daily topic
- Classwork and homework that assess the essential questions
- Provide alternative means of assessments for certain students
- Teacher Observation
- Tests and quizzes that assess the essential questions
- Written assignments that assess the essential questions that involves providing explanations

Learning Plan

- Understanding the Esports Ecosystem (1 day)
    - What is an ecosystem?
    - Major stakeholders:
        - Game publishers
        - Professional teams
        - Players
        - Tournament organizers
        - Streaming platforms
        - Sponsors
        - Fans
        - Educational institutions
- Organizations That Drive Esports (1 day)
    - Game publishers
    - Professional organizations
    - League structures
    - Tournament organizers
    - Event production
- Technology, Media, and Fan Engagement (1 day)

    - Streaming platforms
    - Broadcasting
    - Social media
    - Hardware
    - Internet infrastructure
    - Communication technology

- Careers and Business Connections (1 day)

    - Technology careers
    - Event management
    - Broadcasting
    - Marketing
    - Graphic design
    - Coaching
    - IT support
    - Software development

- How the Industry Works Together (1 day)

    - Students work in teams to plan a fictional esports tournament.

      Each team assumes different stakeholder roles and creates a presentation based on how they work together:

        - Publisher
        - Tournament organizer
        - Professional team
        - Sponsor
        - Streaming platform
        - School or venue
        - Marketing

Materials

Core instructional materials: Core Book List

Supplemental materials: Garden State Esports resources

- District approved textbook and ancillary materials
- Teacher created activiites
- Teacher created notes

Suggested Strategies for Modifications

Possible accommodations/modification for Intro to Esports